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ABSTRACT

The Center for Vocational, Technical, and Adult Education (VTAE) Staff Development Workshops and Services project was designed to provide technical support and training to selected VTAE personnel in techniques for implementing equity programs, establish a statewide advisory committee to develop a long-range plan for infusing sex equity concepts into existing strategic planning and curriculum development activities throughout Wisconsin, and provide information on equity and diversity at a statewide sex equity conference. The project was conducted over a 7-month period. Two highly successful training sessions were conducted with 50 participants at each meeting. Eighteen persons took the project workshops for credit and submitted district action plans based on information gained during training. The action plans included sex equity issues, nontraditional training, counseling techniques, and minority equity issues. Many have already been implemented, and others are slated for implementation. Recommendations were made concerning development of a comprehensive equity strategic planning model. (Appended are as follows: a vocational equity planning strategies action plan, materials from the meeting of the sex equity advisory committee, and materials from workshops on the following topics: making friends with change, equity issues and strategies, and meeting the challenges of change. A list of proactive strategies for change agents is included.) (MN)

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FINAL REPORT

VTAE Equity Staff Development Workshops and Services

1992

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30-103-150-242

VTAE Equity Staff Development
Workshops and Services
June 30, 1992

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A sincere expression of appreciation is extended to the many people throughout the VTAE districts who participated in the activities conducted through this grant-funded project. Thanks go to Frances Johnson, Sex Equity Consultant, WBVTAE, and the Sex Equity Advisory Committee who supported and guided the objectives of this project.

An expression of thanks is given to Dr. Orville Nelson, Director, Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout. His assistance and suggestions throughout various phases of the project were extremely helpful.

Finally, a sincere thank you to the staff at the Center for Vocational, Technical and Adult Education: Mary Weber, Jackie Berg, and Kathy Stewart, for their interest, cooperation, and capable assistance during this project.

VTAE Equity Staff Development Workshops and Services

VTAE Sex Equity Project

Introduction

VTAE Equity Staff Development Workshops and Services was a project designed to provide training to selected VTAE personnel, establish a statewide advisory committee, and provide information on equity and diversity to workshop participants. The purpose of the project was to determine strategies to eliminate sex bias and sex role stereotyping throughout the district. Sex equity coordinators, special population coordinators, counselors, curriculum specialists, staff developers and affirmative action officers were invited to participate. Activities were designed to help develop equity knowledge, provide resources to continue building an equity plan through the strategic planning process, and assure that gender equity principles are infused into overall operations and instruction. One credit was offered to participants who attended both sessions and submitted an individual or group action plan for implementing selected equity planning techniques in their local districts. The ultimate outcome is improved recruitment, retention, instruction and placement of students in programs that are nontraditional to their gender. Achievement of these goals will take a commitment from persons in each VTAE College from the administrative level to instructors and support staff.

As a part of this project, a sex equity advisory committee consisting of 18 members was formed. This committee was established to determine long-range goals and objectives for a staff development plan and to develop a focus and strategies for subsequent years. One advisory board meeting was held with fourteen members present. The proposed project for 1992-93 will build upon the advisory committee recommendations, provide additional training for VTAE staff, and attempt to coordinate efforts with other current initiatives in the VTAE Colleges, such as the Governor's Commission on Minority Participation, the Carl Perkins funding mandates, and Tech Prep initiatives. Subsequent meetings will occur in the 1992-93 project year.

The format for this report includes the project objectives, describes how each objective was developed and met, summary, recommendations, and appendices. VTAE Equity Staff Development Workshops and Services handouts and materials are compiled in a separate report. Copies for review may be obtained through CVTAE, 218 Applied Arts Building, UW-Stout, Menomonie, WI 54751.

Project Objectives

1. Provide technical support and training for selected VTAE personnel in equity, and techniques for implementing equity programs, planning, and cultural diversity.

2. Form an advisory committee to initiate development of a long-range plan utilizing a systematic approach to infuse equity concepts into existing VTAE district strategic planning and curriculum development activities.

3. Participate in the Statewide Sex Equity Conference with sessions for VTAE staff designed to further develop equity skills and cultural sensitivity.

Objective I: Provide technical support and training for selected VTAE personnel in equity, and techniques for implementing equity programs, planning, and cultural diversity.

Participants received two days of training through workshops designed to provide equity knowledge, multi-cultural understanding, and resources to begin building equity plans. The first workshop was conducted by Dr. Nancy Blair, Director of Educational Leadership, Cardinal Stritch College. She used a "hands-on" workshop strategy that actively involved participants in the learning process. (Appendix A) The focus of the session was on selecting goals and strategies to effect change in the local district strategic planning process and included the following information:

- Change was defined as: (1) New Materials; (2) New Behaviors/Practices; and, (3) New Beliefs/Understandings. Adults have belief systems and values programmed by the time they are 15 years old. A change of beliefs is very difficult and resistance may form.

- No change gets off the ground unless there is a champion who speaks the word and gets others involved. What has to happen is to give people an opportunity to recognize there is a need, involve them and support them as they make change. It requires a group who can simplify and articulate what the issue is about and provide models of what it should look like.

- It takes from three to five years for institutional change to occur. The initiation phase takes about two years. Changes occur through improvements: (1) Improvements should be well thought out, and include those individuals who will be part of the change; (2) Improvements should be made only if it is to better a situation; (3) Improvement involves changes; people, processes, practices and policies. It takes time and attention, and affects the lives of many individuals. People must buy into the idea of change in order for the change to be successful. The spirit of improvement is not always a spirit of liberty, for it may aim at forcing improvements on an unwilling people.

- Critical factors for successful initiation of change are: (1) Change needs to be linked to a high profile need; (2) Clear model or strategy. What is being done? What needs to be done?; (3) Strong advocate; and, (4) Active initiation.

- In mandated change there is a choice between compliance and opportunity. Quality programs are those extended beyond compliance. The challenge is to take mandates as an opportunity for growth using the phases of change to make quality change through assessment and accountability.

The session ended with a group consensus technique to determine proactive strategies change agents should use in dealing with various populations; change agents, skeptics, and critics. The goal of change agents is to get as many people as possible to move in momentum, in the same direction and willing to take the options of training.

The second workshop was conducted by Dr. Shirley McCune, Senior Director, Midcontinent Regional Educational Laboratories. Discussion centered on current equity issues and legislative mandates. The following resource materials suitable for use in equity training were distributed and discussed:

- "Sex Equity Startling Statements": Small groups discussed and answered selected equity statements regarding math skills of females, vocational education, workforce, earnings, career selection, and multicultural populations and issues.

- "Implications of Federal Nondiscrimination Laws for Vocational Educators-Case Studies": Situations were described which might occur in vocational education programs or institutions. The participants used a worksheet, "Identifying Sexist/Racist and Nonsexist/Nonracist Behaviors: For Counselors," to apply understanding of federal nondiscrimination requirements. Vocational educators must be able to recognize potential violations of these requirements as they arise in their own programs, schools, or districts.

- "Achieving Sex Equity in Vocational Education-Goals and Activities for Local Programs": This worksheet helped identify goals and activities to guide change efforts. Four general sex equity goals and related activities for implementation were listed. Participants rated their institutions on the progress made toward each goal.

Dr. McCune spoke about the crisis of opportunity. New regulations and political attitudes will be most critical in the the next ten years. With new mandates, it will cost more to educate. Teachers will have to know how to teach for discovery learning and creative learning. Skills will need to be

tied to theory, with understanding related to application. Tech Prep is the best example of putting things together. The issue for equity is teaching the kinesthetic, visual learner; taking the minority student and teaching them to be abstract; and, pulling up achievement for low achievers. Equity has not succeeded because we have not adequately dealt with minorities, disabilities, and racism/sexism. Until we change our belief system of what they can achieve, we will not change. The assumptions about women's role is also changing. The equity model is based on similarities, equality, and equal access with quantitative, statistical counting of women at each level. The complimentary, contributing model looks at the differences between men and women as complimentary and valuing those differences. It is based on qualitative assessments; assessing women's contributions to organizational goals and assessing women's contributions to the total organization. She also spoke about the levels of desegregation within schools. (Figure 1)

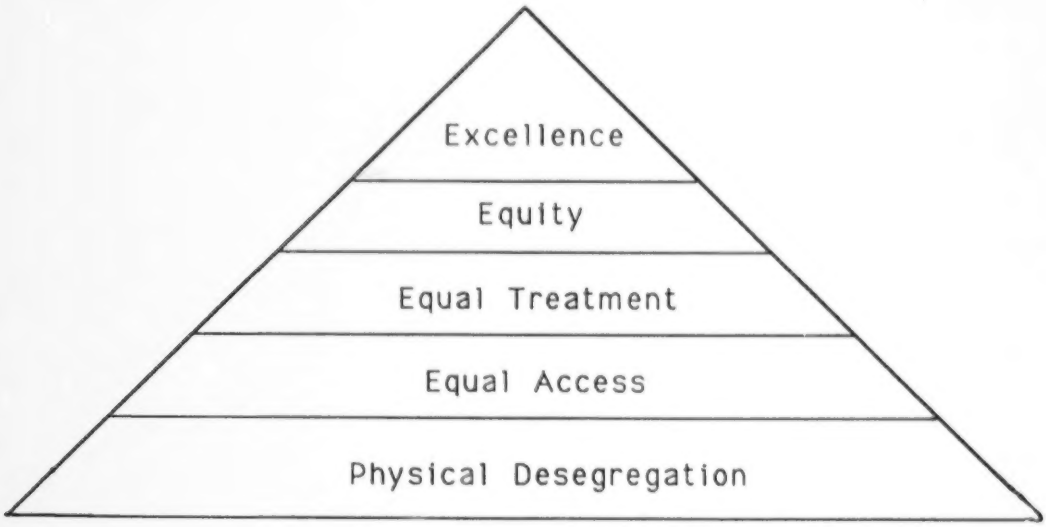

FIGURE 1

Dr. McCune concluded that we will not reach equity until we deal with it in the classroom with competent teachers and administrators in the system. The inadequacy of the teacher in the teaching-learning skills needs to be addressed. Everyone must be taught at a much higher level. To change classrooms, teachers need training in teacher expectation, interpersonal skills, curriculum, instruction, and assessment. Two characteristics of excellent teachers are high interpersonal skills with unconditional and positive respect for the student and effective communication and language skills. (Appendix B)

Fifty persons participated in each workshop. One credit was offered to participants who attended both workshops and submitted an equity action plan for their individual districts. The individual action plans were subsequently shared with the sex equity advisory committee for their information. The action plans are not included in the Appendices, but are on file at CVTAE, UW-Stout. (Appendix C)

Objective II: Form an advisory committee to initiate development of a long-range plan utilizing a systematic approach to infuse equity concepts into existing VTAE district strategic planning and curriculum development activities.

The proposed project advisory committee members recommended were:

- Three WBVTAE Consultants
- Five Sex Equity Coordinators/Affirmative Action Officers
- Five District Deans and Administrators
- Five Sex Equity State Consultants and Project Directors

The committee met in Madison at the WBVTAE Office on May 22, 1992. Fourteen of eighteen members were present. Prior state equity projects were reviewed and a plan for a five-year staff development effort was discussed. The advisory committee discussed the need for a two-pronged approach to staff development strategic planning. One approach was for a student/teacher centered plan and the other was to develop a model for incorporating equity within all phases of individual district strategic plans. Each district represented in the advisory committee will bring their individual plans regarding equity, special populations, and other pertinent strategic planning documents to a July meeting. These documents will be used to develop a model for infusing equity into district strategic planning. Two advisory committee members will present the comprehensive model to the Instructional Services Directors at one of their state-called meetings.

A discussion also centered on the need to incorporate equity issues and training into the statewide model and initiatives on Tech Prep. The VTAE and DPI Sex Equity Consultants will work with the State Tech Prep Planning Committee to determine priorities. The members agreed that an equity component in the state planning for Tech Prep was of paramount importance and should be addressed in the following project year. Another issue of importance was a coordination of sex equity and special population efforts within the VTAE System. (Appendix D)

Objective III: Participate in the Statewide Sex Equity Conference with sessions for VTAE staff designed to further develop equity skills and cultural sensitivity.

The Statewide Equity Conference was held at Stevens Point, Wisconsin, on November 18-20, 1991. A sex equity advisory committee meeting was held in conjunction with this meeting on November 18. Presentations were made on the VTAE Apprenticeship Program and the Stout VTAE Sex Equity Training Project. An informal survey of VTAE training needs resulted in the planning of two workshops: (1) The Change Process; and, (2) Equity Strategies and Issues. The Statewide VTAE Sex Equity Goals were also finalized at this session. VTAE district personnel participated in the State Conference, "Meeting The Challenges of Change." (Appendix E)

Summary

The project was conducted over a seven month period. Two highly successful training sessions were conducted with 50 participants at each meeting. Eighteen persons took the workshops for credit and submitted District Action Plans based on the information gained from the training. The Action Plans were tailored to individual local district needs. They included sex equity issues, nontraditional training, counseling techniques, and minority equity issues. Many of the Action Plans have already been implemented with some plans to go into effect in 1992-93. Most of the participants have indicated they want to be involved in subsequent training sessions. Evaluations of the workshops are included in Appendices A and B.

An Advisory Board meeting was held on May 22, 1992, with fourteen members present. Recommendations were made to develop a comprehensive equity strategic planning model to be submitted to the VTAE Instructional Services Directors for their information. Other areas of importance are training for VTAE personnel and inclusion of equity issues and strategies within the Tech Prep Statewide Initiative. These issues will be addressed at subsequent meetings in July and September. A facilitator will be hired for the July meeting to facilitate the development of a Comprehensive Statewide Equity Strategic Planning Model.

Recommendations

Recommendations are divided by advisory committee suggestions and participant responses from the two workshops. The open-ended question at each workshop was, "Subsequent workshop topics helpful to me..." Responses fell into three general categories: (1) awareness; (2) long-term staff development; and, (3) Equity/Tech-Prep issues. The advisory committee discussion produced the following recommendations which are similar to the evaluation summaries with a little different emphasis.

The Sex Equity Advisory Committee recommends:

1. Development of a Statewide Strategic Plan Model incorporating sex equity issues.
2. Strategies for incorporating equity issues into the Tech Prep initiatives.
3. Subsequent advisory committee meetings to develop a focus for a five-year VTAE Staff Development Plan.

Generalized recommendations for future equity sessions from workshop participant responses are:

1. Conduct awareness training sessions in the following categories:
    a. Equity issue workshop for upper level administrative staff and faculty.
    b. What is needed for district commitment to equity.
    c. Sexual harassment at VTAE colleges.
    d. Sexist/racist issues and equity in recruitment, classroom, and placement.
    e. Staff development strategies through the use of case studies and problem-solving teams.
2. Conduct specific "how-to" strategies:
    a. Team formation and strategies.
    b. Teaching strategies for NTO and multi-cultural students including learning styles, language, and gender issues.
    c. Sharing of NTO programming models for recruiting, training and placing of students.
    d. Working with equity committees.
    e. Introducing equity into educational environment.
    f. Helping people with the change process.
    g. Grant writing and funding sources.
3. Coordination of equity issues and Tech Prep initiatives with strategies for incorporation into Tech Prep.

APPENDIX A

Equity Staff Development Workshop
Making Friends With Change

Tuesday, March 3, 1992
Chula Vista Lodge
Wisconsin Dells

AGENDA

8:30 a.m.	**Registration**
9:00 a.m.	**Special Population Coordinator Responsibilities** Tom Heffron, Handicapped Services Specialist Norm Kenney, Chief, Planning and Analysis Frances Johnson, Educational Equity Consultant Grace Kragness, Dean of Service Occupations, Gateway
10:00 a.m.	**Break**
10:10 a.m.	**The Change Process in an Organization** Dr. Nancy Blair, Chair Graduate Education Cardinal Stritch College
12:00 Noon	**Luncheon**
12:45 p.m.	**The Change Process Continued**
2:00 p.m.	**Break**
2:10 p.m.	**Assisting Change Through Follow-Up Action Plans** Where do we go From Here?
3.25 p.m.	**Evaluation**
3:30 p.m.	**Adjourn**

Equity Staff Development Workshop
Making Friends With Change

Registration Form

Tuesday, March 3, 1992
Chula Vista Resort
Wisconsin Dells, WI

_____ Yes, I will attend.

_____ No, I cannot attend. Please keep me informed.

_____ I will arrive Monday Evening, March 2. Please include me in dinner plans.

_____ Enclosed is $10.30 for my registration fee.

_____ A check for registration fees will be sent from our VTAE college for all participants.

Name: _____

Title: _____

VTAE College: _____

Telephone Number: _____

Please return by February 14, 1992, in the enclosed self-addressed postage paid envelope to:

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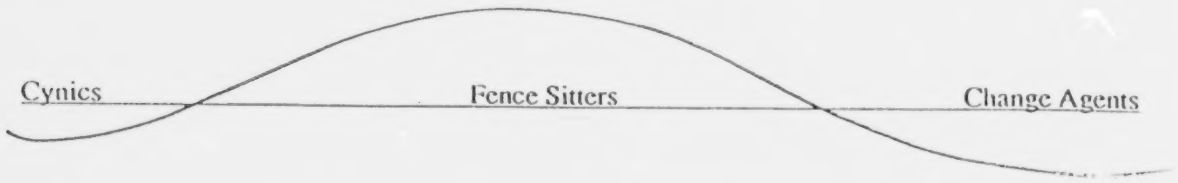
Proactive Strategies for Change Agents

The goal of change agents is to get as many people (60-80%) as possible to move in momentum, in the same direction and willing to take the options of training.



Group Consensus:

Proactive Strategies

What proactive strategies should change agents take in dealing with various populations?

Change Agents/Explorers

- Incentives/perks
- Support (top included)
- Recognition
- Tools....resources etc.
- Leadership training
- Team building
- Collaboration
- Information/research
- Credibility
- Protect involvement/permission or to say no
- Rotate membership/expend this team
- "Centered"

Skeptics/Fence Sitters

- Kiss -simplify clarify - definitions
- Timing appropriate
- Pros/cons - generate from them
- Advise about change/advisory role
- Sense of humor - fun
- Models - clear/credibility
- Evaluation opportunities
- "Change the change" - needs assessments - pilot projects
- Common knowledge base
- Clear goals/needed rationals
- Provide options
- Paradigm video
- What's in it for them
- Focus groups
- Extended training

- Informal culture
- Informal leaders
- Use students for information

Cynics/Resisters

- Listen to concerns/fears
- "Leadership by outrage"
- Deal with rumor mill - lots of information
- Value/recognize beliefs
- Build on their frame of reference
- Time/options - keep an open door
- Focus on their positive contributions
- Mixed committees
- Realistic expectations
- Validate doubts

Habits of Highly Effective People, by Covey

1. Be proactive
2. Begin with the end in mind
3. Put first things first
4. Think win/win
5. Seek first to understand/then to be understood
6. Synergism - integrate - pull together as a group
7. Renew (own health)

VTAE Equity Staff Development Workshop
March 3, 1992

Feedback Form and Reflections

1. I learned. . .

2. Subsequent workshop topics helpful to me. . .

3. Comments:

4. I will be attending the April 1 workshop conducted by Dr. Shirley McCune:

   _____ Yes _____ No

5. I will use the April 1 workshop to introduce sex equity issues to people from my district who have not participated in prior sessions.

   _____ Yes _____ No _____ Anticipated Number

6. Specific sex equity topics that should be addressed at that meeting are:

7. Additional comments, needs, concerns:

VTAE Equity Staff Development Workshop
March 3, 1992

Feedback Form and Reflections

1. I learned. . .

- strategies for change (2)
- process of change/involvement
- several strategies for coping with and implementing
- Perkins regulations
  how the change process works
  strategies for implementing change at my school
- how important relating change to choice is when dealing with adults
- that I can do my job
  this workshop gave me back my positive attitude by giving me strategies that I believe will work
- change is positive for ALL
- I can make some immediate applications, thanks!
  helped to keep an issue in mind throughout the day
- I began understanding the need to develop a sensitivity to others' reactions to change
- change is healthy
- change is a long term project requiring commitment from all levels of the organization
- reinforced some beliefs concerning change - attitudes, support need, slow process
- the entire day was to win/win
- TONS of great stuff!!!
- wonderful information, excellent presentation on mandated change
- how to read my feelings about change and recognize the feelings of others
- good information about change process
- a lot, thanks
  so much to process - it will take more time for me to be specific
- excellent - new concepts
- somewhat - nice group interaction

- a very structured approach to group concepts, approach to create an outcome that is successful
- hands-on information about change - excellent
- about the need for patience in facilitating change, and had insights into what I can do differently to involve people in the change process, especially not moving too fast with training before people are ready
- ideas about how to encourage change with fence-sitters, and I must remember to listen to others first
- lots of information I will use and share
  understanding more about how change occurs and the bottom line is continuous improvement
- strategies for improving special population issues/program
- a great deal about the dynamics of change

2. Subsequent workshop topics helpful to me. . .

- minority/cultural issues
- unsure ?
- more with Nancy Blair - maybe a case-study workshop with a team - problem solving
- many, many women have a high tolerance for sexist behavior and speech, their desire to blend in, be one of the team, appears to allow them to tolerate sexual jokes, comments, etc...
  HOW DO YOU BREAK THROUGH THIS?
  can UW-Stout provide a one-week-summer professional growth "Diversity/Gender Equity" training for DPI/VTAE/Instructional Boards Deans?
- as a beginner, basic to intermediate file!
- how to achieve sex equity in a VTAE school, GESA,
  how to combat sexual harassment at a VTAE school
- bringing affirmative action people and sex equity people together - we must learn to work together!!
- good workshop, but too long
- all topics covered were helpful
- teaching strategies - very specific - for nontraditional students

3. Comments:

- excellent workshop (7)
- excellent presentation by Nancy (4)

- excellent workshop, excellent presenter, important topic
  finally, someone not only discusses effective educational techniques, but demonstrates them
- very well done, thoroughly enjoyed the workshop and I look forward to April 1st
- thanks for all the "strategies"
- wonderful workshop, I need to reflect in order to process
- it's nice to share as a group to become aware that other districts in the state share the same "concern" areas as we do
- Nancy Blair was fantastic!
  let's have her again!
- received good strategies for affecting change
- didn't learn much from initial comments on special population coordinator's responsibilities/was not new information and didn't really touch on daily response
  very good - change workshop - Dr. Blair is a great presenter
- well organized, very knowledgeable, appreciated this very much
- workshop reminded me to work <u>with</u> my colleagues as agents of change - include others in the change process - I don't have to do it all by myself
- was <u>great</u> information, thank you
- very well done, helpful
- <u>Nancy Blair was top shelf!</u>
  I would like to see her present to my staff, perhaps the entire college, exposure to her workshop would only help

4. I will be attending the April 1 workshop conducted by Dr. Shirley McCune:

   23 Yes 6 No 4 ?

5. I will use the April 1 workshop to introduce sex equity issues to people from my district who have not participated in prior sessions.

   9 Yes 6 No 10 Anticipated Number

6. Specific sex equity topics that should be addressed at that meeting are:

- how have other districts dealt with gender imbalance in programs?
- nontraditional programming
- implementation of this topic area into the classrooms
- long term staff development programs that relate or are congruent with Nancy Blair's presentation of change

latest research

- many, many women have a high tolerance for sexist behavior and speech. their desire to blend in, be one of the team, appears to allow them to tolerate sexual jokes, comments, etc... HOW DO YOU BREAK THROUGH THIS?

- equity in recruitment
  equity in classroom
  equity in placement

- what is in it for a district to commit fully to sex equity?

- how can the topic be addressed in an individual institution?

- how to achieve sex equity in a VTAE school, GESA
  how to combat sexual harassment at a VTAE school

- how to work with sex equity committees

- questions asked by those who are asked to make changes
  what does it mean?
  how does it apply to me?
  do I have the time to do it?
  how will I do it?
  who can give me guidance?

7. Additional comments, needs, concerns:

- this was excellent, wonderful presenter

- healthful lunch, please

- Super! well worth being here
  much to pull together and decide how to use

APPENDIX B

Equity Staff Development Workshop
Equity Issues and Strategies

Wednesday, April 1, 1992
Embassy Suites Hotel
Green Bay, Wisconsin

AGENDA

8:30 a.m.	**Registration**
9:00 a.m.	**Equity and Excellence** Dr. Shirley McCune, Senior Director Mid-Continent Regional Educational Laboratory
10:30 a.m.	**Break**
10:45 a.m.	**Identifying Equity Strategies**
12:00 Noon	**Luncheon**
1:00 p.m.	**Schools, Change, Equity and Excellence**
2:15 p.m.	**Break**
2:30 p.m.	**Equity and Excellence Continued. Individual District Project Plan Consultations.**
3:45 p.m.	**Evaluation**
4:00 p.m.	**Adjourn**

Equity Staff Development Workshop
Equity Issues and Strategies

Registration Form

Wednesday April 1, 1992
Embassy Suites
Green Bay, WI

_____ Yes, I will attend.

_____ No, I cannot attend. Please keep me informed.

_____ I will arrive Tuesday Evening, March 31. Please include me in dinner plans.

_____ Enclosed is $10.30 for my registration fee.

_____ A check for registration fees will be sent from our VTAE college for all participants.

Name: _____

Title: _____

VTAE College: _____

Telephone Number: _____

Please return by March 11, 1992, in the enclosed self-addressed postage paid envelope to:

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218 Applied Arts Building
CVTAE/UW-Stout
Menomonie, WI 54751
(715) 232-1395

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VTAE Equity Staff Development Workshop
April 1, 1992

Feedback Form and Reflections

1. I learned ...

2. Subsequent workshop topics helpful to me ...

3. Comments:

VTAE Equity Staff Development Workshop
April 1, 1992

Feedback Form and Reflections

1. I Learned. . .

- Affirmed what I already know. The first workshop was EXCELLENT. I have been able to share that information and it was so well received. I have two more sessions schedule.
- Various facts of interest.
- A model for restructuring.
- Specifics -definitions-important to clarify what we are really discussing. Tendencies to use terms interchangeably. Good basics.
- Principles of learning processes.
- Implications.
- Some applications.
- About learning and that to be an effective teacher I need to be vigilant in my own reading, research and retraining about how students learn best. I need to work on language and how central it is to learning.
- Issues for myself
- Importance of classroom equity.
- Think through comments before made.
- Valuable information on brain structure.
- Learning styles.
- I now have a better understanding of sex equity.
- Equity and strategy issues are very good information for me.
- A better understanding of myself! Need to make all staff aware of equity issues and how to change current practices that exist through training.
- A Bunch!
- Additional facts and observations regarding this life-threatening issue of EQUAL ACCESS.
- More about learning styles.
- More about elementary school students and the impact of teaching styles.

I Learned (Continued)

- That there is many complexities related to equity issues. Also, that no progress will be made in this area until attitudes change.
- Excellent speaker - Get her Back.
- A lot about K-12!
- Materials were great. Shirley's command of research and new material is great, informative.
- Impact of early intervention brain research.
- New information on brain differences between men and women.
- Much.

2. Subsequent Workshop Topics Helpful To Me. . .

- Strategies for changing (helping teachers, staff, etc. change). Directed toward technical college issues and needs (not just occasional asides).
- Equity and Tech Prep Development.
- Strategies/models of Equity Development in Tech Prep Programs.
- We (most of us) know the situation is "Bad" - let's focus on concrete ways to address these issues.
- More applications.
- Continue this emphasis through a similar arrangement for the upcoming year (2X=1Credit).
- Equity and Tech Prep.
- Teaching Methods in Equity.
- Identify Sexist and Racist Equity Model.
- More good speakers.
- Workshop for the upper administrative staff and faculty to attend, rather than we coordinators/specialists who constantly battle with the system and our individual district staff on behalf of the equal access process.
- Information on funding sources for women and developing strategies for improving grant and project writing.
- Running this same workshop for top level administrators.
- Targeted populations such as incarcerated females, nontraditional program models, women of color (all groups).

Subsequent Workshop Topics Helpful To Me (Continued)

- How to develop a "Language Strategy" in the Technical College System. What strategies, materials and how to do it.
- Learning styles and methods for ethnic and gender groups.
- Equity and Ethics, or Ethics and Equity.
- Need more "How To" for introducing equity into the educational environment.
- How to be political.
- Bring Shirley back.

3. Comments:

- I didn't sense that "Identifying Equity Strategies" was done during the AM as per the agenda.
- Extremely knowledgeable! Glad I came!
- Good, but an afternoon break would have been welcomed.
- Interesting topics with a knowledgeable speaker.
- Extremely interesting to listen to - Not a lot of practical ideas about equity issues.
- Helpful handouts.
- Appreciated immensely.
- March workshop and today's workshop offered two styles of learning.
- Afternoon a bit too heavy on theory to match my learning style.
- This topic has been presented and presented, etc. year after year, but usually to the same people, or type of people and not usually to the staff (mainly administrative that control) that need to address this issue. The system (VTAE, in this case) needs to concentrate on those that have the authority to implement a true, functioning program and equal access. The funding patters need to be addressed differently than the present status, both as a state and federal level to begin to approach equal access.
- Thank you for your time and expertise.
- Very interesting presentation. I agree that what happens in the classroom is the basis for change. Vocabulary levels certainly affect comprehension in a class.
- Room was too small.
- It would have been nice to have more of a biography on Shirley McCune.
- Wonderful and practical.

APPENDIX C

Vocational Equity Planning Strategies

Participants may register for one course credit for the workshop for the cost of the student activity fee. In order to acquire one credit, the participants need to complete an action plan. The objective is to develop a valid action plan for implementing selected equity planning techniques.

Action Plan

Identify how you plan to utilize what you have learned in the Equity Workshops

1). Your main goal for using what you have learned in the workshop

2). How do you plan to accomplish the goal?

Objective(s)	Action	Timeline

APPENDIX D

Sex Equity Advisory Committee

May 22, 1992

WBVTAE, Madison, WI

AGENDA

9:00 Current Status of Equity in VTAE Systems; Frances Johnson and Lorayne Baldus

9:30 Visioning Our Goal; Discussion of Participants Reaction to Enclosed Materials and Ideas

10:30 Strategies for Sex Equity Training; Group Discussion and Brainstorming

12:00 Lunch - Adjourn

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5/8/92

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Lorayne Baldus
Project Director
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Gender Equity Advisory Board Meeting
May 22, 1992
Madison, WI

Compilation of Jeanne Peterson, Kathy McNellis, and Lorayne Baldus Notes

A) Update-summary of what has been done so far within the VTAE System.

B) Report on Action Plans for one credit.

C) Equity Plans need to be included in Voc. Ed. Plans--these need to be more pro-active-a plan rather than a report of what districts do. Need is to develop the very best integrated plan that infiltrates that part of program auditing when looking at curriculum.

D) Discussion of the scope of our charge focused on the following needs:

1. Students vs. workforce-employment, both or teacher training.
2. Plans to be integrated in systems, independent of funding sources.
3. Strategies to be inclusive of the special populations.
4. There are many "directions" regarding equity and yet they are not happening across the districts. The need is to identify them and build them into the "plan", and to link with other institutions, DPI, Tech Prep, Minority Plans, etc.
5. All projects, new initiatives need to address equity specifically.
6. Better linkages on campus with project people, committees and initiatives. Top level management should address this, starting with strategic planning, program development, curriculum development, curriculum changes, audits, etc. Benchmarks need to be there.
7. "Plans" to include a group on campus. It is doomed if only one person devises the plan.
8. Laundry list of all activities which would be necessary to insure infusion.
9. Assignment of activities to a particular person or function to ensure it gets done.

E) Summary of discussion.

A global plan with a vision and an instructional environment focus is needed. Another area to consider is a specific agenda for this year such as a student and instructional focus. Tech Prep Linkages are also important. Equity should be written into Tech Prep and subsequent training provided. The initiative, motion, money, structure, networking, and staff development funding are currently in Tech Prep.

A five-year plan would include a mission statement, assumptions, action statements and indicate where in the district planning equity would be infused (It would be global - a model of operations).

The plan or system would also include:
a) A list of "do's" in strategic planning.
b) A list of definitions.
c) An explanation of how to participate in strategic planning.
d) A program planning process to assure equity is included in curriculum development; that it is a part of program changes and audits - irrespective of funding sources.
e) A developed equity boiler-plate kinds of things for administration. If we are part of the process - equity is in there. It should not be treated in a haphazard fashion.

A vision for equity is that it will:

a) Move into every aspect of the institution; advisory committees, curriculum, etc.
b) Identify the people and issues in equity.
c) Shape who needs staff development.
d) Involve top administration in order for equity to be part and parcel of district plans.

Two functions of the Stout Project are to form a leadership committee to furnish resources and information and provide in-service. To provide direction, the Advisory Board will meet Thursday, July 9, from 9 a.m. to 3 p.m. A facilitator in strategic planning will help develop a strategic plan, based on VTAE district strategic plans which will include Minority Plans, Carl Perkins Plans, Equity Goals, Diverse Populations Work, Affirmative Action Plans, and Implementation Plans. The developed model will be presented to Instructional Services Directors by Merlin Gentz and Phil Langerman.

Concluding discussion centered on what type of equity training should be given. There is a possibility of providing equity training for Tech Prep groups at the Equity Pre-Conference Day on Nov. 16th. There needs to be a connection before the conference, at the conference and after the conference to link any Tech Prep people with equity people at district level.

The following questions were raised and discussed: How can we connect to Tech Prep people and state programs? Fran Johnson and Barb Schuler could work with them during the state June meeting, to include equity as part of their efforts. How can we help? How can we connect equity with Tech Prep? Then, how can we make linkages continue?

The advisory committee concluded that we need to bring together equity, minority, special needs people and ideas; to integrate those ideas, monies, and coordinated efforts to bring them under one umbrella. An in-service plan should be developed with a target audience and method of implementation. We also need to aim training efforts for instructors for student retention purposes. Our efforts have been targeted at marketing, admissions, counseling, materials, etc., yet if we don't see change at instructional levels we haven't gained much.

APPENDIX E

1991

STATEWIDE

Equity Conference

MEETING THE CHALLENGES OF CHANGE

NOVEMBER 19 & 20

PROGRAM

Co-sponsored by:

Wisconsin Board of Vocational, Technical and Adult Education

Wisconsin Department of Public Instruction

Wisconsin Vocational Gender Equity Cadre

University of Wisconsin-Madison Vocational Studies Center

University of Wisconsin-Stout Center for Vocational, Technical and Adult Education

Office of Continuing Education/Extension

Schedule

Tuesday, November 19

■ 8:00 - 9:00 a.m. Registration/Refreshments Preconvene II

■ 9:00 - 10:15 a.m. General Session/Salons H, I, J

Economic Development: The Third Wave
Kathryn Keeley, President
Women Venture

The field of economic development is changing to reflect the continuing global economic shifts. The role of education is becoming a major factor in the U.S. and our ability to be competitive. Learn about eight economic shifts, the Third Wave in economic development, and our roles as educators.

■ 10:15 - 10:30 a.m. Break/Preconvene II

■ 10:30 - 11:30 a.m. General Session/Salons H, I, J

Empowering:
The Key to Gender Equity
Ron Hering, Speaker/Consultant
Peak Performance Center

Empowered, self-confident men and women treat each other equally. Men and women who have done their internal work, looked at their shadows and been initiated by their own gender - who know what it is to be a man or a woman - do not need to control and dominate.
The women's movement has enlightened many women. Now it's the men's turn to be enlightened. If we do not learn to initiate men so they do their own internal exploration and look at their dark side, we will not survive as a culture.

■ 11:30 a.m. - 1:00 p.m. Luncheon/Holidome

■ 1:00 - 2:30 p.m. Concurrent Sessions

Building Equity Knowledge (Choice of 4)

1. Strategies for Preventing Sexual Harassment in Your School District Salon H
Maria Larson, Field Service Specialist–Wisconsin
Programs for Educational Opportunity
University of Michigan

Presenter will outline elements of a school or district plan to prevent sexual harassment, and distribute a sample school board policy. Presenter will demonstrate and provide examples of curriculum and resource materials (both print and audiovisual) that may be used in efforts to prevent sexual harassment in schools. A handbook for teenagers' use in preventing sexual harassment, available in both English and Spanish, will be demonstrated..

2. Nontraditional Jobs: Blueprint for Action Salon J
Kathryn Keeley, President
Women Venture

This session will cover three different models of job training and placement for women entering non-traditional jobs. Recent survey and focus groups with employers, students, and faculty will be discussed. What are the trends for the future and how programs will develop under the changing economic climate will conclude the discussion.

3. Empowering Men – An Update of the Men's Movement Salon I
Ron Hering, Speaker/Consultant
Peak Performance Center

A look at the evolutionary changes happening to men as they look at their dark side, explore archetypes, learn from rituals and create their own space. We'll also explore why women fear this movement and why it needs to be honored.

4. Equity and Self-Esteem: Making Connections, Making Changes Salon K
Melissa Keyes, Consultant
Sex Equity Program
Wisconsin Department of Public Instruction

Should we pay attention to equity issues if we want to increase student self-esteem? This session will provide information on gender differences in student behaviors that may indicate lack of self-esteem, and focus on Wisconsin efforts to make positive changes for students and teachers.

■ 2:30 - 2:45 p.m. Break

■ 2:45 - 4:15 p.m. Concurrent Sessions

Building Equity Knowledge (Choice of 6)

1. Male Reproductive Health Concerns Salon J
Jon Benson, Training Specialist
Planned Parenthood of Wisconsin

Overview of sexuality and reproductive health concerns that affect males. Discussion of reasons why many of these needs/concerns go unmet.

2. Trades and Technology Training Tools for Tomorrow Salon I
Kris Clements, Carpentry Apprentice and Vocational Counselor
Vogel Brothers Building Company

Madison Area Technical College is home to a unique equity project "Tools for Tomorrow: Women in the Trades." This project helps women enter the skilled trades, becoming plumbers, electricians, carpenters, steamfitters, sheetmetal workers, etc. Women presently make up between 1% and 3% of this labor force; hopefully these statistics will change as more women complete the program.

Teaching Mechanical Competencies
Carolyn Mewhorter, Associate Dean Student Services
Virgil Noordyk, Dean Technical Division
Fox Valley Technical College

A presentation on the findings of a projec to determine if aptitude can be taught. This pilot project included representatives from industry, the District Technical Division staff, and students in its development. Project results

suggest new recruitment tools for encouraging women to explore non-traditional educational and employment opportunities.

3. The Wisconsin Model in Action Salon L
Susan Foxwell, Research Coordinator
Co-author of Wisconsin Model for Sex Equity
University of Wisconsin–Stout

This sectional will provide for dialog about the Wisconsin Model - how sex-equity can be assessed and planned for in schools. Experiences of schools using the model will be profiled.

4. Teacher Training for Multi-Culturalism
Bill Reynolds, Associate Professor Salon K
Department of Education
University of Wisconsin–Stout

This presentation will focus on developing multi-cultural perspectives in classrooms. The presenter will discuss the necessity of developing these perspectives. He will also discuss methods for developing these perspectives in classroom teachers as well as preservice teachers. The debate over the "canon" will also be discussed.

5. Pupil Nondiscrimination Guidelines at the K - 12 Level Salon H
Barbara Schuler, Vocational Equity Consultant
Bureau for Vocational Education
Wisconsin Department of Public Instruction

This session provides a summary of the Pupil Nondiscrimination Guidelines, 118.13 of the Wisconsin Statutes and PI 9 of the Wisconsin Administrative Code. There will be an activity related to the identification of examples of bias, stereotyping, and pupil harassment as they might occur in the schools.

6. Understanding & Preventing Harassment
Bob Gregg, Attorney Salon E
Tomlinson, Gillman, and Rikkers, S. C.
Madison, Wisconsin

Sexual harassment takes place every day. When does touching, picture display, sexual language, and certain behavior constitute sexual harassment? What some people see as mere horseplay, may be defined by the courts as sexual harassment. What do the anti-discrimination laws define as harassment behavior and what is appropriate - when are you legally liable? What are the legal responsibilities of teachers and managers in the educational environment when it comes to policies, procedures, and practices related to a work environment that is harassment free. This seminar explains the legal and practical rights and responsibilities regarding harassment under State and Federal Equal Rights Laws, and analyzes a variety of real life situations.

Wednesday, November 20

- 8:00 - 8:30 a.m. Refreshments/Preconvene II
- 8:30 - 9:30 a.m. General Session/Salons H, I, J

Strength Through Diversity
Cheryl Henderson Brown
Vocational Equity Specialist
Kansas State Department of Education

Cheryl Henderson Brown has extensive background, personally and professionally, in addressing the issue of diversity. As a child, she was involved in the Brown vs. Board of Education Supreme Court landmark school desegregation ruling. Throughout her life she has continued to work for equal opportunity, emphasizing strength through diversity.

- 9:30 - 9:45 a.m. Break/Preconvene II
- 9:45 - 10:45 a.m. Concurrent Sessions

Exploring Cultural Differences (Choice of 5)

1. African Americans Salon H
Linda Stewart, Executive Assistant
Wisconsin Board of Vocational, Technical and Adult Education

Historical overview of the African American educational experience; analysis of educational opportunities and experiences then and now; new and old ideas that can make a difference.

2. Southeast Asian Americans Salon I
Ying Lee, Grant Monitor/Community Development Specialist
Refugee Assistance and Poverty Program
Wisconsin Department of Health and Social Services

This presentation will focus on Southeast Asian refugees in Wisconsin, particularly the Hmong people; share some history and background of the Hmong; their adjustment, culture/family, how to provide an approachable and effective service environment for them, and include a 25 mm. video: "Becoming American."

3. Native Americans Salon J
Cathy Caldwell, Indian Education Coordinator
Stevens Point Public Schools

Native Americans - what are the prevailing imagery/ stereotypes? Who are we today? How are Native Americans different from mainstream culture? This presentation will move back in time - to trace major historical events. What are Native American origins and contributions over time to mainstream culture? The presentation will then close with a look at the future.

4. Hispanic Americans Salon K
Carl Allsup, Director Ethnic Studies
University of Wisconsin–Platteville

Exploring cultural differences, political "culture," and the

experience of Hispanic Americans in education.

5. Cultural and Ethnic Legal Considerations Salon L
Yolanda Springfield, Attorney
Madison, Wisconsin

Ms. Springfield will share her experiences representing culturally different individuals along with issues of cultural and ethnic considerations present in the law. She will also address the mandatory arrest policy of police departments throughout the state.

■ 10:45 - 11:00 a.m. Break

■ 11:00 a.m. - 12:00 p.m. Concurrent Sessions

Exploring Cultural Differences (Choice of 5)
(repeat of 9:45 sessions)

■ 12:00 - 1:00 p.m. Luncheon/Grand Ballroom

■ 1:00 - 3:30 p.m. Concurrent Sessions

Training and Resource Materials (Choice of 4)

1. Sexual Orientation: Reading Between the Labels Salon J
Dissolving Barriers; Discovering Dreams
Eileen Littig, Director/Producer
NEWIST/CESA #7

Two new videos from NEWIST which will be shown on Wisconsin Public Television this school year. Participants will view both half-hour videos and review the print materials. "Sexual Orientation: Reading Between the Lines" features youth discussion issues facing gay and lesbian teens. Suggestions for classroom use. "Dissolving Barriers, Discovering Dreams" features people and programs to help at-risk youth in Northeastern Wisconsin. School/community/business cooperation is stressed, and classroom suggestions are included.

2. Rock Videos and Gender Stereotypes Salon I
Barbara Schuler, Vocational Equity Consultant
Bureau for Vocational Education
Wisconsin Department of Public Instruction

This session provides a viewing of "Dreamworlds" which examines the images of young women portrayed in rock music videos. Following the video, there will be a discussion of the images portrayed, of how they do or do not reflect society, of how this video might be used in presentations, and for what audiences it might be most appropriately used.

3. Wisconsin Research in Equity Choices Report Salon H
Jennifer Crapol-Hall, State Coordinator
Choices Project
Wisconsin Department of Health and Social Service

This 15 to 20 minute presentation will include a background on the mission of the CHOICES initiative. Using overhead transparencies and handouts, the primary focus will be to report on recent survey research on adolescent females ages 15 - 18 from Wisconsin and Minnesota, as well as CHOICES own statewide needs assessment. Information will also be given on CHOICES state and regional activities addressing these needs.

Minority Participation in the Wisconsin VTAE System: Strategies for Success
Darl Drummond, Assistant/Vice-President
Student Services
Madison Area Technical College

Findings and related follow-up plans from the Governor's Commission on Minority Participation in Vocational-Technical Education will be shared with audience participants.

Retaining and Promoting Women and Minority Faculty
Mary Williams, Special Assistant to the Chancellor
University of Wisconsin-Stevens Point

Findings related to the University study on women and minority faculty will be shared with the participants.

4. Multi-Culturalism/Prejudice Salon K
Marta Larson, Field Service Specialist-Wisconsin
University of Michigan
Jim Helden, Community Training Specialist
CESA #1

Presenters will demonstrate a simulation activity (BaFa Ba[illegible]) that may be used to acquaint school district staff members with strategies for achieving more equitable cross-cultural communication. This activity is particularly helpful in the process of identifying the elements of culture, and achieving an understanding of cross-cultural communication issues from both points of view. Participants will be prepared to utilize this simulation activity in their home districts.